


Chapter 4

Translanguaging Strategies for Teaching Literature in a Multicultural Setting

Maria Teresa Martínez-García and Patricia Arnold

Abstract

In a multicultural context like the one that can be found in Dallas (Texas), foreign language teachers must be prepared to deal with an ever-growing group of multicultural, multilingual students. This chapter discusses the work done in a university MA classroom that teaches Spanish-as-a-foreign-language school, high-school, and university instructors how to improve their teaching methods by including real literature examples in their classrooms. As the class included a particularly diverse multicultural group, the authors provide concrete examples on how to approach such a classroom. By outlining the different methodologies used by the main professor and some of the techniques employed by the students themselves, this chapter explores some of the **major strategies** that can be used in a multilingual classroom.

Keywords:  translanguaging; strategies; multicultural context; Spanish-as-a-foreign language; technology-enhanced learning



Introduction

Multicultural societies such as the melting pot that can be found in Dallas, Texas, create a clear need for foreign language teachers to be prepared for an ever-growing multicultural, multilingual student population. Taking into consideration these emergent needs, both teachers and students need to be trained to better exploit certain mechanisms or methodologies that could promote success in their labor (White-Clark, 2005). For example, when classrooms were more homogeneous (in terms of language proficiency and cultural background), instructors did not need to consider factors such as how to approach a diverse array of proficiencies

**Technology-Enhanced Learning and Linguistic Diversity:
Strategies and Approaches to Teaching Students in a 2nd or 3rd Language, 39–49**
Copyright © 2021 by Maria Teresa Martínez-García and Patricia Arnold
Published under exclusive licence by Emerald Publishing Limited
doi:10.1108/978-1-83982-128-820201004

in their classrooms. More recently, however, this has become one of the many factors that instructors need to consider when preparing for their lectures.

Among many of the strategies that can be employed by instructors in these contexts, two of them deserve further attention: technology-enhanced learning and translanguaging (see García & Wei, 2013, for an overview of other strategies available to instructors). Technology-enhanced learning (TEL) refers to the inclusion of technology, both analog and digital, to enhance students' learning experience, while investigating how its use can foster learning and teaching (see Conole & Oliver, 2002; Issroff & Scanlon, 2002; for a review). Most of the research in this area explores how TEL has transformed and enhanced education and educational institutions, by providing learners with the infrastructures to adjust their own learning at their own pace (e.g., Levy, 2017), while providing more resources to the instructors and creating a more hands-on learning experience (e.g., Spring, Graham, & Hadlock, 2016). However, while pointing out some strategies related to TEL, the current chapter focuses on strategies related to translanguaging.

The term “translanguaging” was first coined by Cen Williams in 1996 (“traw-sieithu” in Welsh) to refer to the systematic switch between English and Welsh in classroom activities (as described in Andrews, Fay, & White, 2018). Thus, translanguaging strategies are those that promote the purposeful use of different languages and cultural resources in order to enrich instruction by incorporating students' own personal perspectives and experiences (e.g., Lubliner & Grisham, 2017; Yuvayapan, 2019). For example, including translations into the vernacular language of traditional stories of the students' home countries (or, whenever possible, texts written in the native language) will help them relate more to the content taught, thus enhancing their learning experience. Such an example is a reality-based process which allows students to shift seamlessly between their native language (L1) and second language (L2), helping them bridge languages and cultures (Lubliner & Grisham, 2017). Among many advantages, translanguaging ensures a deeper understanding of content, as well as enhances learners' weaker language by allowing them to scaffold the information with their dominant language (e.g., Baker, 2011; Garcia & Wei, 2014).

While this methodology provides clear benefits, the principles under which instructors can develop it are not as clear. Rowe (2018) proposed several points for consideration when facing the challenge of preparing a lecture for the multicultural classroom. Among them, points such as teachers' need to value their students' languages and cultures by including activities that either model different languages or focus on aspects of different cultures and languages should be particularly emphasized. In sum, the underlying philosophy of this method is that multiple languages and cultures can complement each other and lead to deepening students' understanding of the content and their own bilingual identity (Yuvayapan, 2019).

This chapter provides a literature review focusing on the translanguaging mechanisms that can be employed by both instructors and students, while providing real examples of how this can be accomplished. The examples discuss the work done in a university Master's degree (MA) classroom that taught Spanish-as-a-foreign-language elementary, high school, and university teachers how to improve



their teaching methods by including real literature examples in their lessons. This class consisted of 17 students completing their MA in Teaching Spanish as a Second Language at Texas A&M University-Commerce (Texas, USA). The classroom setting was very diverse and multicultural. Among the students, there were native speakers of English, Spanish, and Portuguese primarily, all of whom had (some) knowledge of the other languages. Moreover, native speakers of other languages were also present. The vernacular language of the classroom was Spanish, although the level of Spanish of students varied from native to heritage speakers, advanced and high-intermediate learners. While most of the students were teachers in real life, they varied in their length of experience, from students who had just started teaching to others who had more than ten years of experience. Thus, their knowledge of the terminology related to education/methodologies varied greatly.

This chapter outlines the mechanisms employed in this specific classroom by providing real examples of how the strategies discussed in the literature can be implemented in a real setting. For example, it discusses how students can be divided into groups to present one of the readings required for the week, so that they can explain the concepts with their own words, making the concepts more accessible to everyone. The chapter concludes by providing a summary of some of the main ideas outlined in the chapter, as well as other ideas that instructors and students could use in their multilingual classrooms. In the Appendix, fragments of a real example of a lesson plan proposed by a non-native speaker of Spanish is presented, in which she applies the knowledge gained in the classroom to her own university-level Spanish classes (translated into English by the authors).

Translanguaging Strategies for Instructors

Translanguaging highlights the importance of understanding students' language and cultural backgrounds as a mechanism to help them better grasp the content of the classroom (Rowe, 2018). Thus, it is important that the instructor gather the necessary information early in the semester to determine the students' language backgrounds (including their native languages, the languages they have studied, and at least an estimation of their proficiency in each one of them). Gathering this information during the first week of the semester will allow the instructor to determine the best materials to present to the class (e.g., Baker, 2011; Garcia & Wei, 2014; Rowe, 2018).

For example, in the classroom described in the introduction, the materials presented and discussed were distributed among students based on language proficiency and general language ability. That is, in the classroom, techniques on how to introduce authentic pieces of literature into the L2 classroom were discussed. Then, students were divided into small groups and asked to experience these techniques themselves by "pretending to be real students in a second language classroom." Two main strategies were employed by the instructor to ensure that students could benefit the most from these demonstrations, both of which were related to their language background and abilities.

On the one hand, not all pieces of literature were presented in Spanish (the vernacular language of the classroom), but examples in the other languages spoken/

AQ2 

known by the students were also included. On the other hand, the length and complexity of the texts chosen was divided among the groups based on the proficiency/competence of that given group in the language of the text. Whenever a group included at least one participant who functioned on the lower end of the ability levels in the class, that group was given a slightly shorter, simpler article to scan and to work with (e.g., keep in mind that, while this group worked with a simpler text in Spanish, another day they would receive a more complex task in English). However, whenever a group had multiple native or heritage speakers, they were given a longer and more complex text to analyze and present. Matching the materials to the abilities of the students ensured that everybody had enough time to go through the materials and use their stronger language to understand the concepts discussed, while experiencing first-hand the concepts discussed in the class.


While these strategies successfully worked to engage all students with the materials discussed in class, they also support other evidence of the benefits of the flexible use of languages in language learning educational settings and by following different approaches (e.g., Creese & Blackledge, 2015; Duarte, 2019; Hornberger & Link, 2012; Mwinda & Van der Walt, 2015; Portoles & Marti, 2017; Velasco & Garcia, 2014). Moreover, research supports the idea that learning that is not differentiated leads to meaningful experiences only for high-achieving (and in this case, mostly native and heritage speaking) students (McGill-Franzen, Zmach, Solic, & Zeig, 2006; Schumm, Moody, & Vaughn, 2000). Thus, differentiating materials based on students' needs and abilities could be a mechanism for the successful creation of meaningful experiences for all students. This MA class presents another example of how these strategies also can be beneficial for adult learners in a classroom not specifically focused on learning an L2.

However, preparing materials based on students' linguistic abilities is not the only strategy that instructors can use to help students in their learning experience. Another strategy that has been proposed in the literature is for the instructor to understand the needs of students in order to gear the classroom toward reaching those needs (e.g., Ebanks, 2010; White-Clarke, 2005). At this point, we need to be careful with the implications of "making use of students' needs in the learning process." In a general sense, this idea can be interpreted as gearing a classroom toward teaching those specific points that will be useful for students' futures (broadly speaking). However, in the field of translanguaging, this concept should be interpreted as "making sure that students approach each new topic by thinking how to apply it to their own future needs." It is not the role of the instructor to create materials and lectures based on their students' needs, but to make sure students realize how they can use the same concepts in different ways to match their own needs.

In the class described in this chapter, students greatly varied in terms of their work experience and why they wanted to take the class and even in their reasons and motivations for pursuing a Master's Degree. While some students wanted to know how to include literature extracts in their university classes, others wanted to do the same with elementary-school children. Thus, while the concept of the class was the same, the needs for approaching this challenge were different among students. One of the ways in which the instructor tried to face this challenge was

by making sure that, at the end of each lecture, each student had the chance to brainstorm ideas on how to use what they had learned in class with their own students in mind. For example, after discussing how to introduce a real poem during the lecture and going through an example in class, the instructor asked different groups (divided based on their own personal needs) to modify the example in such a way that they could reflect how they would go through the same poem with their own students and what modifications they would need to apply to make it work with different student populations (see the Appendix for an example).

This class then presents another example to support the research showing how learner-centered instruction is useful in improving student performance (e.g., Ebanks, 2010; White-Clarke, 2005), as this teaching approach has been shown to encourage students' responsibility for learning (Ysseldyke, Betts, Thill, & Hanigan, 2004), to raise student achievement, to promote democratic classrooms, complex thinking, and joint production, and to meet student communication goals (Cummins, 2007), including with culturally diverse student populations (White-Clarke, 2005).

Once again, translanguaging is not limited to understanding students' linguistic abilities; it also means understanding and integrating students' personal experiences and cultural background (e.g., Rowe, 2018; Yuvayapan, 2019). For this reason, creating a diverse, culturally engaging environment should be the ideal scenario in a multicultural setting, which, in the classroom described in this book chapter, was accomplished by means of using real examples during the lectures, not just lecturing. These real examples included materials presented in different formats (e.g., copies of book chapters or video presentations), in different languages (e.g., English, Spanish, and Portuguese), from different countries (e.g., not only literature written in Spain, but from other Spanish-speaking countries) and both original texts as well as translations into Spanish. 

These translations deserve more attention as an example of translanguaging strategies in the classroom. While reading a text in their L2 may be challenging for students, having some previous cultural background may facilitate their reading comprehension. Translanguaging emphasizes the importance of implementing scaffolding strategies, which is not only limited to translating the materials into learners' L1 (Ebe & Chapman-Santiago, 2016). If students recognize a text they have previously read in their L1, they can make use of this previous experience to successfully comprehend it in their L2. They would not need to focus on understanding the words of the text, but on how it specifically matches the content discussed in the literature. Thus, using these types of texts improves the scaffolding process, by making use of previously acquired knowledge in students' L1 (see Oliva & Gomez, Chapter 5, this volume).

However, one specific aspect that deserves attention, but which has received little attention in the literature, is the fact that instructors' role is also one of guiding the students toward understanding how to use their own translanguaging mechanisms to learn more about the content of the class. Previous studies have discussed the perceptions of students in higher education on translanguaging. For example, Carstens (2016) and Kim and Petraki (2009) showed how students were aware of the scaffolding benefits and how these strategies helped them better

understand the concepts by simplifying them and giving them an overall picture in which they could link the different concepts of the classroom. However, Rivera and Mazak (2017) highlighted students' indifference toward this pedagogy. One of the main differences between these studies seems to be the way the instructors approached and emphasized the importance of translanguaging strategies with their students and how often this pedagogy was used. It is important, then, that the instructor emphasizes how this specific approach can help students understand the concept of the classroom and how they can successfully learn to scaffold the information in their L1 for their own benefit.

Thus, understanding students' linguistic abilities, their needs, including real materials in the classroom and in different formats and working toward learning how to teach students to use their own translanguaging strategies are just some of the strategies that instructors can apply to foster their student's learning process, not only in second language classrooms, but also in theory-oriented classes like the one described in this chapter as a case scenario. However, as the next section will discuss, these are not the only strategies that can help improve this learning process, as students also have certain translanguaging strategies that they should try to further enhance in order to be more successful learners.



Translanguaging Strategies for Students

Students in courses with multiple ability levels sometimes face anxiety-producing interactions, not only with the instructor (who may, in fact, be altering speech to account for differences in ability) but also with peers in group settings or during presentations. Although listening comprehension has not always been perceived as a task that might provoke anxiety, some students experience frustration for not understanding every word that they believe they should be able to understand (Bekleyen, 2004) or that they believe is critical to overall comprehension of the lesson.

For example, when one of the native speakers presented on her topic in the class discussed in this chapter, she spoke much faster than most of the other students or the professor. One non-native speaker mentioned that she tried to take notes, but she was also panicked by the speed with which the other student spoke. She used self-talk to reduce anxiety during that presentation – “That’s so fast. Oh, wait, I understood all of that. Oh my goodness. She’s talking so fast! Wait. I understood that” She did that for the entire presentation. By the end, she was both exhausted and proud of herself for having survived and for having understood everything that her classmate said. Students in these situations might be encouraged overtly to use self-calming strategies in order to be able to adjust to the differences in speed or dialect. Young (1991) recommends not only self-talk but also relaxation exercises, tutors, and supplemental groups as ways to reduce this anxiety (Young, 1991). Additionally, Tasnimi (2009) reminds instructors to be aware of student self-assessments and personal expectations in order to assist them in reducing stress. Tasnimi (2009) also recommends specific teacher behaviors that can reduce stress, such as not calling on individuals. In the course discussed here, the student who had elevated anxiety was comforted to know that the

material being presented by the student who spoke quickly would not be assessed immediately for complete comprehension, but rather would be utilized practically in an activity designed by the professor.

Challenged by the varied abilities of a diverse classroom, the course instructor faced the task of providing meaningful input and opportunities for level-appropriate output for various learners and did so by making a clear differentiation of the tasks and readings. This differentiation made tasks meaningful for learners of all ability levels, as it allowed everybody to contribute unique information to discussions. Students were aware of this differentiation, so they knew the expectations the instructor had and how they should be addressing each task. Thus, the students with lower proficiency levels in both reading and speaking became valuable contributors to the learning process. Seifert, Schwab, and Gasteiger-Klicpera (2016) support this practice when they say that learners of all levels benefit from postreading discussions when the texts are differentiated. Moreover, using texts in different languages and from different backgrounds helped students to use their own L1 linguistic and cultural knowledge to participate meaningfully in the educational process (Lubliner & Grisham, 2017). Students need to feel they are in a setting that increases their trust and promotes the sharing of their own personal experiences (Duarte, 2019). Using this technique, the professor in this course created such an environment.

AQ3 

In translanguaging situations, students see themselves as capable contributors, while at the same time they advance their own skills by listening to others use the L2 forms and vocabulary necessary to communicate the information they have earned in L1. Students need to be aware of this double-input and how it can foster their own learning process. Utilizing groups in the L2 classroom increases the use and comprehension of the L2. Moreover, working in cooperative groups increases student accountability and reduces dependence on the authority figure, specifically the instructor, as students hold one another accountable to perform certain tasks within the context of the group (D. W. Johnson & Johnson, 2009). Furthermore, anxiety is decreased by the presence of and support of classmates, which in turn increases motivation and participation. Rehearsed answers increase confidence, thus increasing students' use of L2. Students who work in groups are more motivated to use the target language as they are held accountable by their peers (Zhang, 2010). However, students need to be made aware of all these benefits, while understanding that their peers are not their competitors.

AQ4 

Students in this graduate course self-selected the groups according to their personal preferences and comfort levels. In most cases, the groups were relatively homogenous, with students of closely balanced proficiency levels choosing to work together. As groups presented their findings to the class in general, they had already spoken together about their presentations, so they were more confident as they presented.

However, marginalization should be avoided at all costs (Leki, 2001). In the class described in this chapter, at least one student chose to work alone, since grouping was optional. However, she implemented her own strategies to reduce her workload and transfer it to the in-class setting. For example, she utilized the existing group structure to provide readings at differentiated levels so that the individuals in the groups were neither overly challenged nor bored. By letting students form their own

groups, students were less inclined to exclude certain students because groups were formed based on common interests or previous knowledge of the person. The non-native English-speaking students in Leki's (2001) study did experience marginalization, which led to negative feelings that inhibited the learning experience. However, while it is true that in certain contexts, it is preferable for group work to be highly structured and for the roles to be clearly defined by the instructor, so as to avoid some of the negative consequences associated with group work (Leki, 2001), giving students the chance to form their own groups can provide lasting benefits.

Thus, students themselves also can be making use of different strategies to take a more personal approach to their own learning process.


Conclusion

Within the context of the L2 classroom, teacher strategies are critical as translanguaging increases in usage. However, these strategies cannot be limited solely to the instructors' work. While high awareness of student competencies and proficiency levels will inform the strategies for maximum effectiveness of the instructors' lectures, the students themselves also benefit from self-awareness of their competencies and future needs, so that they can see themselves as valuable contributors to the learning process.

Teachers who are aware of the benefits of these strategies will capitalize on student language and cultural backgrounds as well as their personal experiences in order to tailor lessons to the present and future needs of students. However, tailoring the lectures does not mean making them more geared toward matching their students' needs, but giving the students the tools necessary to understand how each lecture may have a direct impact in their own lives. In that context, anxiety reduction, group participation, and willingness to work with differentiated materials are all strategies that instructors and students may use to make translanguaging effective in their own experiences.

Noteworthy in the context of this chapter is the fact that translanguaging in this setting was not in an L2 language classroom but rather in a setting with relatively proficient learners who utilized multiple languages with which they had experience in order to maximize their learning. Strategies utilized by the professor brought into the setting a flexible learning situation that allowed learners to make practical applications relevant to their own future needs of the materials, one of the main points discussed in recent translanguaging research (for a complete review, see Yuvayapan, 2019).

References

- Andrews, J., Fay, R., & White, R. (2018). What shapes everyday translanguaging? Insights from a global mental health project in Northern Uganda. In G. Mazzaferro (Ed.), *Translanguaging as everyday practice* (pp. 257–272). Springer. 
- AQ5 Baker, C. (2011). *Foundations of bilingual education and bilingualism*. New York, NY: McNaughton & Gunn Ltd.

- Bekleyen, N. (2004). Foreign language anxiety. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 13(2).
- Carstens, A. (2016). Translanguaging as a vehicle for L2 acquisition and L1 development: Students' perceptions. *Language Matters*, 47(2), 203–222.
- Conole, G. & Oliver, M. (2002). Embedding theory into learning technology practice with toolkits. *Journal of Interactive Media in Education*, 8, 1–28.
- Creese, A., & Blackledge, A. (2015). Translanguaging and identity in educational settings. *Annual Review of Applied Linguistics*, 35, 20–35.
- Cummins, J. (2007). Pedagogies for the poor? Realigning reading instruction for low-income students with scientifically based reading research. *Educational Researcher*, 36(9), 564–572.
- Duarte, J. (2019) Translanguaging in mainstream education: A sociocultural approach. *International Journal of Bilingual Education and Bilingualism*, 22(2), 150–164.
- Ebanks, R. A. (2010). *The influence of learner-centered pedagogy on the achievement of students in Title I elementary schools*. Northcentral University.
- Ebe, A. E., & Chapman-Santiago. (2016). Student voices shining through. In O. Garcia & T. Kley (Eds.), *Translanguaging with multilingual students* (pp. 57–82). New York, NY: Routledge.
- García, O., & Wei, L. (2013). *Translanguaging: Language, bilingualism and education*. Berlin: Springer.
- Hornberger, N. H., & [unreadable], H. (2012) Translanguaging in today's classrooms: A biliteracy lens. *Theory into Practice*, 51(4), 239–247.
- Issroff, K., & Scanlon, E. (2002). Educational technology: The influence of theory. *Journal of Interactive Media in Education*, 6.
- Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. Retrieved from <http://www.co-operation.org/wp-content/uploads/2011/01/ER.CL-Success-Story-Pub-Version-09.pdf>
- Kim, Y., & Petraki, E. (2009). Students' and teachers' use of and attitudes to L1 in the EFL classroom. *Asian EFL Journal*, 11(4), 58–89.
- Leki, I. (2001). "A narrow thinking system": Nonnative-English-speaking students in group projects across the curriculum. *TESOL Quarterly*, 35(1), 39–67.
- Levy, D. (2017). Online, blended and technology-enhanced learning: Tools to facilitate community college student success in the digitally-driven workplace. *Contemporary Issues in Education Research (CIER)*, 10(4), 255–262.
- Lubliner, S., & Grisham, D. L. (2017). *Translanguaging*. Lanham, MD: Rowman & Littlefield.
- McGill-Franzen, A., Zmach, C., Solic, K., & Zeig, J. L. (2006). The confluence of two policy mandates: Core reading programs and third-grade retention in Florida. *The Elementary School Journal*, 107(1), 67–91.
- Mwinda, N., & Van der Walt, C. (2015). From "English-only" to translanguaging strategies: Exploring possibilities. *Per Linguam: A Journal of Language Learning*, 31(3), 100–118.
- Portoles, L., & Marti, O. (2017). Translanguaging as a teaching resource in early language learning of English as an additional language. *Bellaterra Journal Teaching & Learning Language & Literature*, 10(1), 61–77.
- Rivera, A. J., & Mazak, C. M. (2017). Analyzing student perceptions on translanguaging: A case study of a Puerto Rican university classroom. *HOW*, 24(1), 122–138.
- Rowe, L. W. (2018). Say it in your language: Supporting translanguaging in multilingual classes. *The Reading Teacher*, 72(1), 31–38.
- Schumm, J. S., Moody, S. W., & Vaughn, S. (2000). Grouping for reading instruction: Does one size fit all? *Journal of Learning Disabilities*, 33(5), 477–488.
- Seifert, S., Schwab, S., & Gasteiger-Klicpera, B. (2016). Effects of a whole-class reading program designed for different reading levels and the learning needs of L1 and L2 children. *Reading & Writing Quarterly*, 32(6), 499–526.



- Spring, K. J., Graham, C. R., & Hadlock, C. A. (2016). The current landscape of international blended learning. *International Journal of Technology Enhanced Learning*, 8(1), 84–102.
- Tasimi, M. (2009). Affective Factors: Anxiety. *Journal of Pan-Pacific Association of Applied Linguistics*, 13(2), 117–124.
- Velasco, P., & García, O. (2014). Translanguaging and the writing of bilingual learners. *Bilingual Research Journal*, 37(1), 6–23.
- White-Clark, R. (2005). Training teachers to succeed in a multicultural classroom. *The Education Digest*, 70(8), 23.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, 75(4), 426–437.
- Ysseldyke, J., Betts, J., Thill, T., & Hannigan, E. (2004). Use of an instructional management system to improve mathematics skills for students in Title I programs. *Preventing School Failure: Alternative Education for Children and Youth*, 48(4), 10–14.
- Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Dil ve Dilbilimi Çalışmaları Dergisi*, 15(2), 678–694.
- Zhang, Y. (2010). Cooperative language learning and foreign language learning and teaching. *Journal of Language Teaching and Research*, 1(1), 81.

Appendix: Lesson Plan Proposed by a Non-native Speaker of Spanish for Her Intermediate University Students of Spanish

Lesson Plan II (Poetry in the Form of a Song)

In Class, Day 1

Activity 1 (20 minutes): Reading and Listening to the Song

Purpose: Students will listen to the song “A Dios le Pido” by Juanes, as an example of poetry. They will get familiarized with the vocabulary to understand the song.

- (1) Give to the students the lyrics of “A Dios le Pido” by Juanes (1 minute).
- (2) Students will be asked to identify new vocabulary (4 minutes).
- (3) In pairs, they will look for the meaning of the new vocabulary (4 minutes).
- (4) Listen to the song and discuss as a class the meaning of the song (11 minutes).

Activity 2 (13 minutes): Identifying the Forms of the Subjunctive and Their Use

Purpose: Identify the forms of the subjunctive in the song and review what they learned about the motivations for using the subjunctive in Spanish.

- (1) Individually, students look for the forms of the subjunctive in the text (5 minutes).
- (2) Share their work with a classmate and discuss discrepancies (3 minutes).
- (3) With a classmate, identify the motivations for using the subjunctive in each case (5 minutes).

Activity 3 (17 minutes): Using the Subjunctive

Purpose: Use of the subjunctive orally.

- (1) In groups, they will prepare a mini-theater in which they make wishes (as Juanes wishes to God in his song) to someone in a power position in their lives, being careful about the vocabulary and the grammar used.
- (2) Prepare to present it to the class the following day (they will receive extra points if they present it in the form of a poem, song, or rap).

AUTHOR QUERIES

- AQ1: Please provide one more keyword to meet the book style requirement.
- AQ2: Please provide reference details for Garcia & Wei (2014) in reference list.
- AQ3: The year of publication for “Seifert, Schwab, and Gasteiger-Klicpera (2016)” has been changed as per the reference list. Kindly check.
- AQ4: The year of publication for “Johnson & Johnson, 2009” has been changed as per the reference list. Kindly check.
- AQ5: Please provide the city location of the publisher in ref. “Andrews et al. (2018)”.
- AQ6: Please provide page range for “Bekleyen, N. (2004)”.
- AQ7: Please provide the city location of the publisher location in ref. “Ebanks (2010)”.
- AQ8: Please provide page range for “Issroff, K., & Scanlon, E. (2002)”.